



SCHOOL EDUCATION IN TRIPURA: ITS GROWTH AND DEVELOPMENT

Dr. Sanjoy Das

Associate Professor, Govt. Degree College, Santirbazar, India.

ABSTRACT

Education can be an effective instrument to accelerate the economic development as well as crucial input for socio-economic development of the country. It has made a significant contribution to economic development, social progress and strengthened political democracy. Since independence, India has achieved substantial development in the education sector, especially in terms of increasing number of institutions, growth of enrolment ratio, teachers and gender parity index etc. In this context, the paper has taken the case study of Tripura, which has analyzed the growth and development of school education and its trend.

KEY WORD: School education, Enrolment, Teacher-Student Ratio, Gender Parity Index, economic development.

INTRODUCTION:

Education is a major factor in self-realization and the economic growth and development of a nation as well as states as it is a principal means of creating human capital. It forms an important input in the overall development of individuals enabling them to comprehend their social, political and cultural environment better and respond to it appropriately. Literacy and education are reasonably good indicators of development in the society. It is the most crucial input for socio-economic development. It has the responsibility of transforming human beings into human resource. Development of human resource is the main function of education and the higher education plays an important role in this process. Education provides the link with the past, thus lending necessary continuity and dynamic stability to the development process. Further, it trains the men-power to meet the emerging skill needs. Also education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honoured place in the society.

The educational system of Tripura comprises three important stages namely, primary, secondary and higher education. Primary education is the backbone of the educational pattern of a country and is the means of educating masses. The secondary education is the gateway to higher education which involves many aspects of technical and professional education.

REVIEW OF LITERATURE:

Review of related literature is one of the most important steps in any type of educational research work. Review of literature provides a sound theoretical base of research and provides the knowledge of the previous research on the problem. It also provides insight into the various methods and procedures being used for the objective of research. A good number of studies relating to growth and development of Education have been undertaken. So far as economics of education are concerned lot of studies are found in the literature.

Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honoured place in the society. A nation could develop in case its people make all-round progress believing in the individual dignity and value of human life (Majumder, Vina 1988).

"Education and social change, education and national development, education and human rights, education and social justice, education and international understanding, education and equality, education and societal and cultural progress the list could be prolonged indefinitely. Behind each statement has an ideology about the role that education must play in building minds for the future" (Reddy, G. Ram, 1995).

The importance of education for the development, particularly in our country has often been ignored. The Education Commission (1964-66) specifically observed, "in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people" Moreover, education is an empowering phenomenon which equips the people to combat social injustice and exploitation, and which provides the necessary synergy for a structural socio-political transformation (Report of the Education Commission 1964-66)

A report of UNESCO stated that education reproduces and even exacerbates and perpetuates the vices inherent in the society. However, in apparent contradiction to this educational world may well set the stage, with an interior revolution of its own, for a subsequent social revolution. The report further says that probably for

the first time in the history of humanity, development of education on a world-wide scale is tending to precede economic development (UNESCO, Learning to be: The world of education today and tomorrow).

There is a positive correlation between education and economic development revealed from the study in 75 countries of the world (Harbison, F. Mayers, C 1964).

Education is the planned process of inducing those attitudes and transmitting those skills that are essential for local, regional and national development. Despite all such problems, Indian education scenario embracing all sectors is one of great and gigantic expansion and it is certainly on the upward swing. The various educational bodies such as NCERT, SCERT, CBSE and the private professional bodies and management associations will certainly bear fruit in the long run and make India a Knowledge Society and an attractive educational destination for today's globalized world (J.V. Vilani 2012).

The Kothari Commission (1964-66) emphasized education as the most powerful instrument of National development and laid out the objectives of education as increased productivity, greater social and national integration, modernization, and the development of social, moral and spiritual value. For increased productivity, the commission recommended that work-experience should be introduced as an integral part of all education, be it general or vocational.

The national policy of education (NPE) 1986 was based on recommendation of the Kothari Commission Report. It laid stress on need for radical reconstruction of the education system to improve its quality at all stages. In 1986, the NPE was reviewed and emphasised equal opportunities for marginalised sections of the country and removal of disparity through scholarships, adult education.

SIGNIFICANCE OF THE STUDY:

In specific terms, the study is significant, in view of the fact that no such study has ever been attempted so far, with reference to school education of Tripura. More importantly, Tripura is a state where considerable expansion in school education has taken place in recent years. Despite financial constraints, the State Government is also doing a lot of the expansion of school education. Therefore, issues like an unsustainable increase in enrolment, subsidization, quality of education pursued by the schools are also interrelated with the issue of financing in school education. In order to formulate sustainable policy frameworks, there is a need for getting relevant data as also studies on the issues associated with school education finance. The study may also help to guide the school education of Tripura for the policy decision.

Present Study:

There have been marked increases in the number of institutions of education in Tripura. At present, in the domain of education of Tripura, there are 453 higher secondary, 669 secondary, 1245 Senior Basic, 180 Madrasa and 2578 Primary schools. The study aims to analyze the growth and development of school education in Tripura. The analysis has been done from different perspectives to assess the situation. Based on the survey of literature and the information collected from the Department of school Education, Government of Tripura, an analytical method of enquiry has been adopted for the study.

Some basic statistics of Education regarding education statistics of the government etc. are taken into consideration for the analysis of issues concerning the objectives of this study. For secondary data a number of relevant text and refer-

ence books, State Government publications, including the publications of Department of school Education, The study is also relied upon the data contained in various issues of 'Statistical Abstract' (A Govt. of Tripura publication), and 'Economic Review' (A Govt. of Tripura publication). The data is being expressed in the form of ratios, percentage and then tabulated followed by analysis. Data are suitably represented by using graph, chart and diagrams.

The study analyses the available data on school education of Tripura from 1995-96 to 2018-19 pertaining to explain growth and expansion.

Development of Education:

Education interacts and it's interdependent with the process of development. Education is essentially a process of qualitative change through the development of the intake capacity of an individual. Attendance at school and the learning-teaching process are means to this end. The desired social and economic changes are the objectives of the planned educational system. Thus any socio-economic and cultural changes and progress are the result of the goal-oriented educational planning. Since education is one of the important factors of social change. So its impact on the development is inevitable. School education develop the basic intake abilities of a person to live a full personal life both as an individual and as a member of a family, and an economically productive life as a worker, and a socially useful life as citizen.

Growth of Institutions:

There has been substantial expansion of primary, upper primary and high and higher secondary schools in the country. Growth of upper primary schools is influenced by the expansion of primary education and high and higher secondary schools by the growth of upper primary education in India.

The number of primary schools increased from 2026 in 1995-96 to 2578 in 2018-19; thus showing an average growth of 27 per cent. During the same period, upper primary schools increased from 437 in 1995-96 to 1245. On the other hand, high and higher secondary schools increased from 350 and 168 in 1995-96 to 669 and 453 in 2018-19 respectively. A clearer picture about the availability of schools will emerge when the ratio of primary to upper primary and upper primary to high and higher secondary schools which is presented below. The ratio is treated an indicator of access conditions or the spread of facilities for upper primary and high and higher secondary education.

Table 1: Number of institutions (Schools) in Tripura

Year	H.S	High	Sr. Basic	Primary	Madrasa	Total
1995-96	168	350	437	2026	NA	2981
1996-97	188	375	410	2052	NA	3025
1997-98	202	384	417	2063	NA	3066
1998-99	205	384	414	2065	NA	3068
1999-2000	215	392	421	2068	NA	3096
2000-01	226	403	427	2081	NA	3137
2001-02	234	402	432	2080	NA	3148
2002-03	236	404	428	2080	NA	3148
2003-04	242	410	1001	1776	NA	3429
2004-05	245	416	1005	1849	NA	3515
2005-06	248	419	1004	1863	NA	3534
2006-07	289	424	1020	2142	NA	3875
2007-08	289	431	1023	2159	NA	3902
2008-09	301	430	1059	2120	NA	3910
2009-10	317	509	1250	2280	NA	4356
2010-11	350	533	1274	2298	NA	4455
2011-12	362	572	1240	2343	180	4697
2012-13	369	588	1237	2415	180	4789
2013-14	387	590	1231	2423	180	4811
2014-15	395	586	1251	2409	180	4821
2015-16	412	597	1256	2408	180	4853
2016-17	417	620	1268	2381	180	4866
2017-18	444	661	1246	2397	180	4928
2018-19	453	669	1245	2578	180	5125

Sources: Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). Agartala: Planning (Statistics) Department. 2. Directorate of Economics and Statistics, Government of Tripura. Statistical Abstract (Various Issues). Agartala: Planning (Statistics) Department.

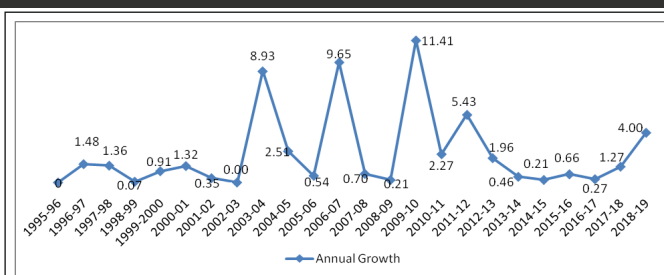


Fig. 1: Annual Growth of Institution's

From the above data it may be observed that the number of School Educational institutions in Tripura has increased from 2981 in 1995-96 to 5125 in 2018-19 (1.48 % to 4 %).

The annual average growth rate is 2.33 percent. The growth of these institutions is found to be very rapid during those periods. With regard to the number of H.S School also the growth is found to be steady during 1995-96 to 2018-19.

Growth of Girls Institutions:

The table shows the number of girls' school in different years of the period under study. From 1995-96 to 2018-19, the growth in the number of girls' school in Tripura follows a normal pattern of around 11 % increase during 2009-10 to 2018-19. The annual average growth rate is 1.10 %. Many governmental activities where launched during the said period to facilitate girls to take up various avenues of education.

Table 2: Number of Girls School in Tripura

Year	H.S	High	Sr. Basic	Primary	Total	Annual Growth
1995-1996 to 2008-09	NA	NA	NA	NA	NA	
2009-10	29	25	19	0	73	
2010-11	31	24	21	3	79	8.22
2011-12	31	26	19	3	79	0.00
2012-13	31	26	19	3	79	0.00
2013-14	31	27	18	6	82	3.80
2014-15	33	27	18	6	84	2.44
2015-16	34	25	14	7	80	-4.76
2016-17	34	25	14	8	81	1.25
2017-18	35	27	13	7	82	1.23
2018-19	35	25	13	8	81	-1.22

Sources: Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). Agartala: Planning (Statistics) Department. 2. Directorate of Economics and Statistics, Government of Tripura. Statistical Abstract (Various Issues). Agartala: Planning (Statistics) Department.

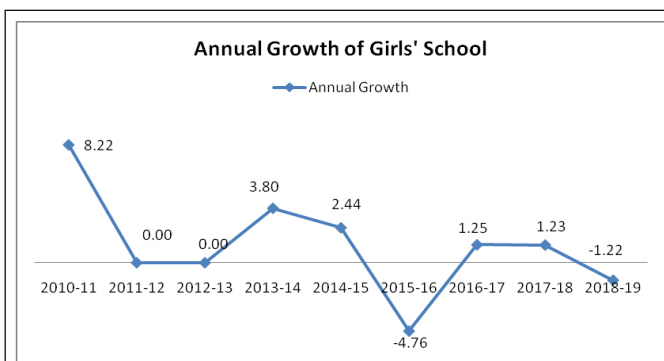


Fig. 2: Annual Average Growth Rate of Girls' School

Growth of Students Enrolment in School Education of Tripura:

Enrolment during 1995-96 to 2018-2019 at different levels of school education is presented in the following Table. A perusal of table reveals that irrespective of the level of education, enrolment has shown consistent and significant increase throughout the period 1995-96 to 2018-2019. This is also true for the increase in girl's enrolment, which increased at much faster rate than the increase in boy's enrolment. Enrolment at the primary level decreased from 426910 in 1995-96 to 331381 in 1995-96. This shows that around 22 % decreased the student's enrolment at primary level during 24 years. The girl's enrolment during the same period decreased from 194710 in 1995-96 to 162844 in 2018-19. But Enrolment in upper primary classes increased nearly 59 % from 124229 in 1995-96 to 197983 in 2018-19. During the same period, girls' enrolment also increased significantly. During the period 1995-96 to 2018-19, girls and overall enrolment at the secondary & higher secondary level increased significantly which is depicts in the following table.

Table 3: Number of Enrolled Students in Tripura

Year	H.S			High			Sr. Basic			Primary			Total
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	
1995-96	22307	8377	13930	58765	24640	34125	124229	55367	68862	426910	194740	232170	632211
1996-97	22694	8281	14413	62762	28055	34707	140928	65208	75720	455648	213172	242476	682032
1997-98	25808	9507	16301	68374	30743	37631	151007	69347	81660	473161	222486	250675	718350
1998-99	26014	9625	16389	68921	31014	37907	152215	70019	82196	476800	224096	252704	723950
1999-2000	26640	10185	16455	71309	32110	39199	154365	71108	83257	470171	221291	248880	722485
2000-01	26778	10203	16575	71582	32236	39346	154955	71428	83527	470674	222021	248653	723989
2001-02	27581	10751	16830	76559	34975	41584	165591	77479	88112	460507	219204	241303	730238
2002-03	27750	10805	16945	77052	35236	41816	167481	78855	88626	461201	219416	241785	733484
2003-04	30708	13005	17703	87298	40835	46463	186651	87977	98674	451731	215877	235854	756388
2004-05	32097	13126	18971	88812	41019	47793	188673	91341	97332	488163	231995	256168	797745
2005-06	32613	13692	18921	90155	42221	47934	197186	96121	101065	500284	238451	261833	820238
2006-07	36679	14724	21955	91325	42602	48723	204356	99691	104665	493169	235966	257203	825529
2007-08	46993	20599	26394	92788	44833	47955	209088	102554	106534	464985	224718	240267	813854
2008-09	47193	20685	26508	93088	44771	48317	219846	107711	112135	463521	225684	237837	823648
2009-10	40739	17433	23306	106841	52148	54693	219303	107814	111489	444516	216391	228125	811399
2010-11	44230	18814	25416	113344	55852	57492	215680	105964	109716	394418	193071	201347	767672
2011-12	46786			127022			222317			392132			788257
2012-13	49348	21219	28129	135990	66358	69632	214474	104816	109658	391556	191662	199894	791368
2013-14	53829	23307	30522	147103	72084	75019	203700	99807	103893	386530	189482	197048	791162
2014-15	56360	25076	31284	146974	72568	74406	202753	99920	102833	374762	183290	191472	780849
2015-16	56763	26038	30725	141181	70358	70823	202644	100000	102644	366968	179322	187646	767556
2016-17	54714	25395	29319	133763	67031	66732	200156	98941	101215	347919	170208	177711	736552
2017-18	58331	27768	30563	127843	64613	63230	202150	99863	102287	341573	167293	174280	729897
2018-19	57160	27778	29382	124535	62987	61548	197983	98075	99908	331381	162844	168537	711059

Sources: Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). Agartala: Planning (Statistics) Department. 2. Directorate of Economics and Statistics, Government of Tripura. Statistical Abstract (Various Issues). Agartala: Planning (Statistics) Department. 3. Directorate of Economics and Statistics, Government of Tripura. Some basic statistics, (Various Issues). Agartala: Planning (Statistics) Department

Average Growth rate of Enrolments

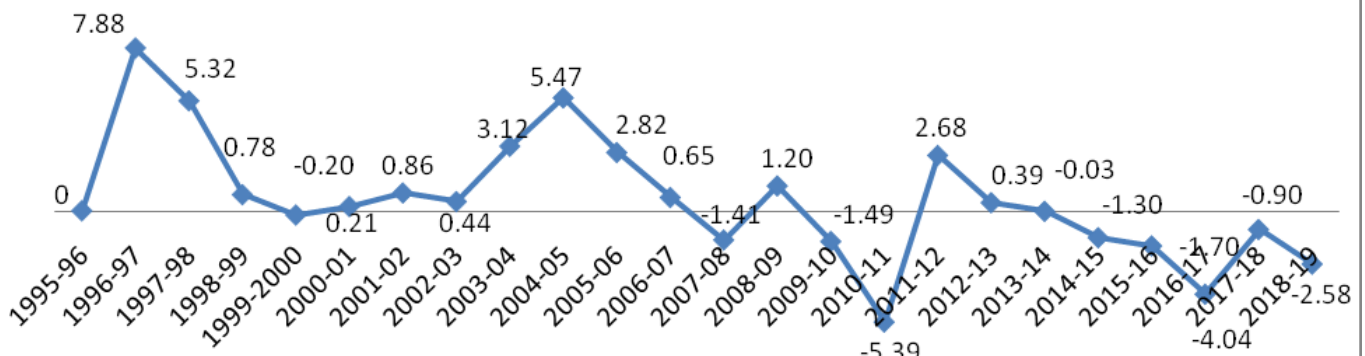


Fig. 3: Average Growth rate of Enrolments

Growth of Teachers in School of Tripura:

Another important parameter to assess the growth of school education is the strength of the faculty/teachers in these institutions. From the analysis of the data presented in the Table below, it is evident that teachers' strength in institutions of school education has risen from 27362 in the year 1995-96 to 46909 in the year 2018-19 showing increase of 71 % during the entire period.

Table 4: Number of Teachers in School education of Tripura

Year	H.S	AAGR	High	AAGR	Sre. Basic	AAGR	Primary	AAGR	Total	AAGR
1995-96	5929		7675		5309		8449		27362	
1996-97	7116	20.02	8001	4.25	5066	-4.58	8430	-0.22	28613	4.57
1997-98	8911	25.22	8982	12.26	6547	29.23	9889	17.31	34329	19.98
1998-99	8199	-7.99	9818	9.31	8827	34.83	10582	7.01	37426	9.02
1999-2000	8211	0.15	9793	-0.25	8811	-0.18	10340	-2.29	37155	-0.72

Year	H.S	AAGR	High	AAGR	Sre. Basic	AAGR	Primary	AAGR	Total	AAGR
1999-2000	8211	0.15	9793	-0.25	8811	-0.18	10340	-2.29	37155	-0.72
2000-01	8256	0.55	9614	-1.83	8644	-1.90	10087	-2.45	36601	-1.49
2001-02	9540	15.55	8735	-9.14	5995	-30.65	8831	-12.45	33101	-9.56
2002-03	9457	-0.87	8674	-0.70	5972	-0.38	8809	-0.25	32912	-0.57
2003-04	9392	-0.69	8529	-1.67	7022	17.58	9327	5.88	34270	4.13
2004-05	9199	-2.05	8371	-1.85	8833	25.79	8246	-11.59	34649	1.11
2005-06	8991	-2.26	8322	-0.59	8439	-4.46	7348	-10.89	33100	-4.47
2006-07	9049	0.65	8423	1.21	8319	-1.42	7805	6.22	33596	1.50
2007-08	9119	0.77	8584	1.91	8476	1.89	7855	0.64	34034	1.30
2008-09	9546	4.68	8952	4.29	8687	2.49	7800	-0.70	34985	2.79
2009-10	9546	0.00	8952	0.00	9522	9.61	7936	1.74	35956	2.78
2010-11	6711	-29.70	8584	-4.11	8476	-10.99	7855	-1.02	31626	-12.04
2011-12	NA	0.00	NA	0.00	NA	0.00	NA	0.00	0	0.00
2012-13	5263	0.00	3914	0.00	13121	0.00	19921	0.00	42219	0.00
2013-14	5338	1.43	4983	27.31	12801	-2.44	19727	-0.97	42849	1.49
2014-15	5406	1.27	5032	0.98	12903	0.80	23912	21.21	47253	10.28
2015-16	5365	-0.76	5103	1.41	12566	-2.61	23579	-1.39	46613	-1.35
2016-17	5358	-0.13	5273	3.33	12442	-0.99	23755	0.75	46828	0.46
2017-18	5962	11.27	6051	14.75	12443	0.01	24324	2.40	48780	4.17
2018-19	6303	5.72	6957	14.97	11232	-9.73	22417	-7.84	46909	-3.84
AAGR		1.78	0.00	3.16	0.00	2.16	0.00	0.46	0.00	1.23

Sources: 1. Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). 2. Directorate of Economics and Statistics, Government of Tripura. Statistical Abstract (Various Issues). 3. Directorate of Economics and Statistics, Government of Tripura. Some basic statistics, (Various Issues). Agartala: Planning (Statistics) Department. AAGR calculated by the author.

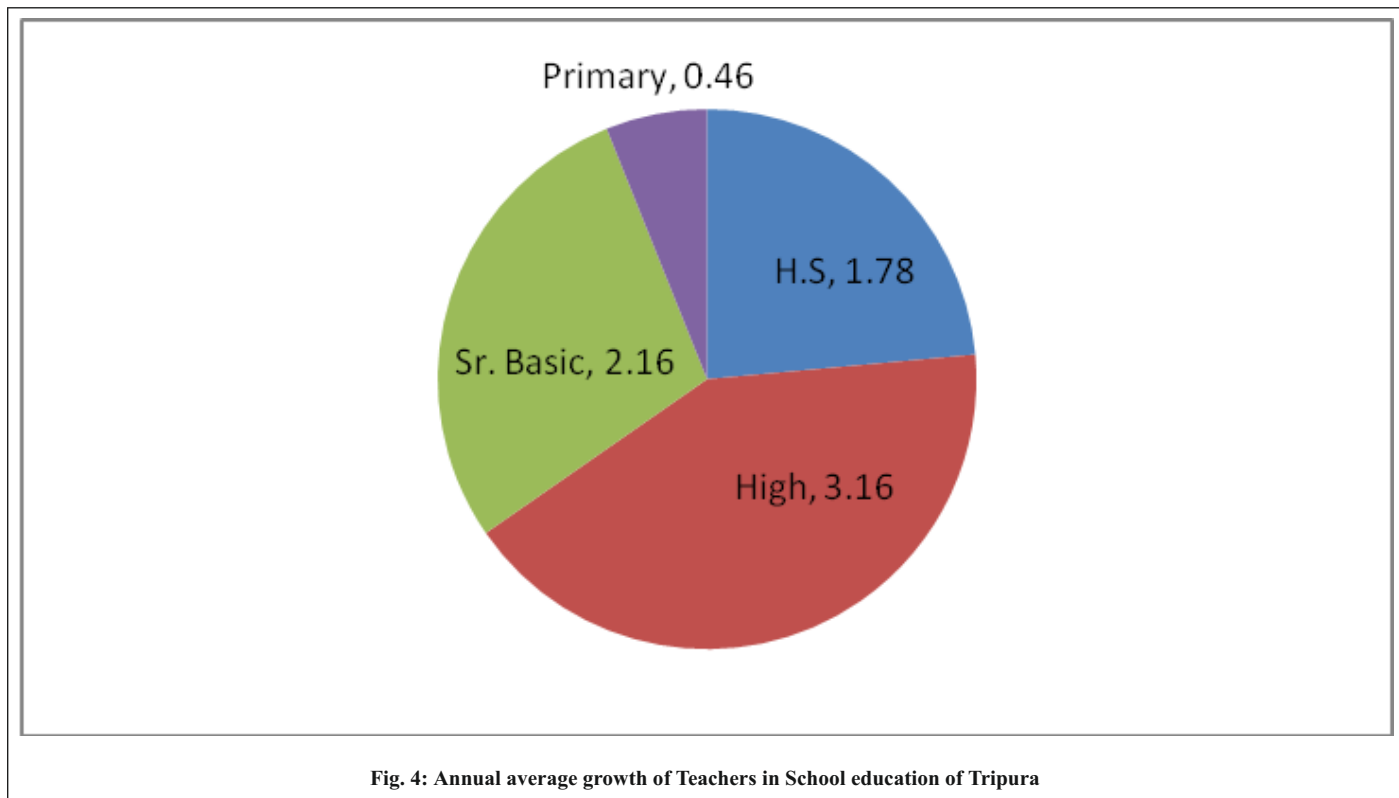


Fig. 4: Annual average growth of Teachers in School education of Tripura

Teacher-Students Ratio:
The ratio of teachers to students provides an indication of workload for teaching as well as support or academic-related staff in higher and further education. It can also be viewed as one indicator of the quality of education provided for students. Teacher- Students Ratio (TSR) over the years has remained significant changed during 1995-96 to 2018-19 as shown in the Table below:

Table 5: Teacher-Students Ratio													
Year	H.S			High			Sr. Basic			Primary			Average
	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	
1995-96	22307	5929	3.76	58765	7675	7.66	124229	5309	23.40	426910	8449	50.53	21.34
1996-97	22694	7116	3.19	62762	8001	7.84	140928	5066	27.82	455648	8430	54.05	23.23
1997-98	25808	8911	2.90	68374	8982	7.61	151007	6547	23.07	473161	9889	47.85	20.36

Year	H.S			High			Sr. Basic			Primary			Average
	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	Students	Teacher	Students per Teacher	
1998-99	26014	8199	3.17	68921	9818	7.02	152215	8827	17.24	476800	10582	45.06	18.12
1999-2000	26640	8211	3.24	71309	9793	7.28	154365	8811	17.52	470171	10340	45.47	18.38
2000-01	26778	8256	3.24	71582	9614	7.45	154955	8644	17.93	470674	10087	46.66	18.82
2001-02	27581	9540	2.89	76559	8735	8.76	165591	5995	27.62	460507	8831	52.15	22.86
2002-03	27750	9457	2.93	77052	8674	8.88	167481	5972	28.04	461201	8809	52.36	23.05
2003-04	30708	9392	3.27	87298	8529	10.24	186651	7022	26.58	451731	9327	48.43	22.13
2004-05	32097	9199	3.49	88812	8371	10.61	188673	8833	21.36	488163	8246	59.20	23.66
2005-06	32613	8991	3.63	90155	8322	10.83	197186	8439	23.37	500284	7348	68.08	26.48
2006-07	36679	9049	4.05	91325	8423	10.84	204356	8319	24.56	493169	7805	63.19	25.66
2007-08	46993	9119	5.15	92788	8584	10.81	209088	8476	24.67	464985	7855	59.20	24.96
2008-09	47193	9546	4.94	93088	8952	10.40	219846	8687	25.31	463521	7800	59.43	25.02
2009-10	40739	9546	4.27	106841	8952	11.93	219303	9522	23.03	444516	7936	56.01	23.81
2010-11	44230	6711	6.59	113344	8584	13.20	215680	8476	25.45	394418	7855	50.21	23.86
2011-12	46786	NA	NA	127022	NA	NA	222317	NA	NA	392132	NA	NA	NA
2012-13	49348	5263	9.38	135990	3914	34.74	214474	13121	16.35	391556	19921	19.66	20.03
2013-14	53829	5338	10.08	147103	4983	29.52	203700	12801	15.91	386530	19727	19.59	18.78
2014-15	56360	5406	10.43	146974	5032	29.21	202753	12903	15.71	374762	23912	15.67	17.75
2015-16	56763	5365	10.58	141181	5103	27.67	202644	12566	16.13	366968	23579	15.56	17.48
2016-17	54714	5358	10.21	133763	5273	25.37	200156	12442	16.09	347919	23755	14.65	16.58
2017-18	58331	5962	9.78	127843	6051	21.13	202150	12443	16.25	341573	24324	14.04	15.30
2018-19	57160	6303	9.07	124535	6957	17.90	197983	11232	17.63	331381	22417	14.78	14.84
			5.43			14.04			20.46			40.49	20.10

Sources: Sources: Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). Statistical Abstract (Various Issues). Some basic statistics, (Various Issues). Teacher-Students ratio calculated by the author on the basis of available data.

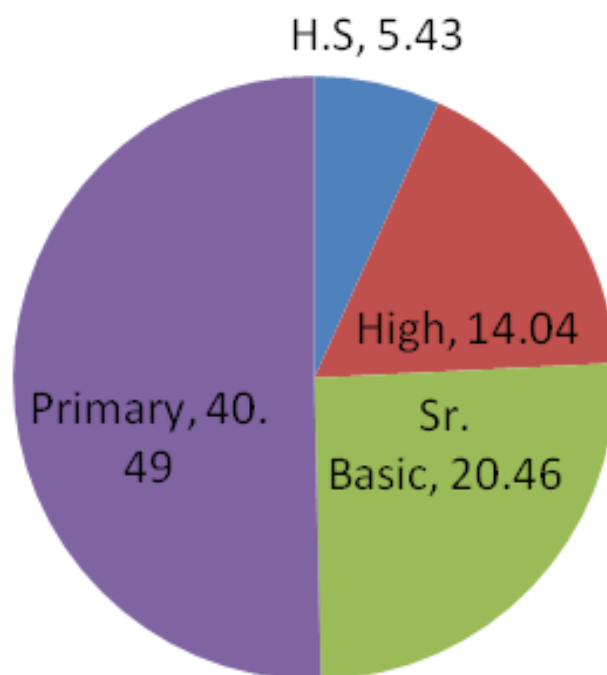


Fig. 5: Stage wise average Teacher-Student Ratio

Teacher- Students Ratio (TSR) over the years has remained significantly changed during 1995-96 to 2018-19 as shown in the above Table-5 & Fig.-5. State-wise Teacher-student ratio or students per teacher for the last 24 years taking the are shown in the above Table & figure.

Gender Parity Index:

The Gender Parity Index (GPI) given in the above table reflects females' level of access to education compared to that of males. A GPI of less than 1 indicates that there are fewer females than males in the formal education system in proportion to the appropriate age population. A GPI of more than 1 means that there are proportionately more girls than boys. A score of 1 reflects equal enrolment rates for boys and girls.

Table 6: Gender Parity Index

Year	H.S			High			Sr. Basic			Primary			Average
	Girls	Boys	GPI	Girls	Boys	GPI	Girls	Boys	GPI	Girls	Boys	GPI	
1995-96	8377	13930	0.60	24640	34125	0.72	55367	68862	0.80	194740	232170	0.84	0.74
1996-97	8281	14413	0.57	28055	34707	0.81	65208	75720	0.86	213172	242476	0.88	0.78
1997-98	9507	16301	0.58	30743	37631	0.82	69347	81660	0.85	222486	250675	0.89	0.78
1998-99	9625	16389	0.59	31014	37907	0.82	70019	82196	0.85	224096	252704	0.89	0.79
1999-2000	10185	16455	0.62	32110	39199	0.82	71108	83257	0.85	221291	248880	0.89	0.80
2000-01	10203	16575	0.62	32236	39346	0.82	71428	83527	0.86	222021	248653	0.89	0.80
2001-02	10751	16830	0.64	34975	41584	0.84	77479	88112	0.88	219204	241303	0.91	0.82
2002-03	10805	16945	0.64	35236	41816	0.84	78855	88626	0.89	219416	241785	0.91	0.82
2003-04	13005	17703	0.73	40835	46463	0.88	87977	98674	0.89	215877	235854	0.92	0.86
2004-05	13126	18971	0.69	41019	47793	0.86	91341	97332	0.94	231995	256168	0.91	0.85
2005-06	13692	18921	0.72	42221	47934	0.88	96121	101065	0.95	238451	261833	0.91	0.87
2006-07	14724	21955	0.67	42602	48723	0.87	99691	104665	0.95	235966	257203	0.92	0.85
2007-08	20599	26394	0.78	44833	47955	0.93	102554	106534	0.96	224718	240267	0.94	0.90
2008-09	20685	26508	0.78	44771	48317	0.93	107711	112135	0.96	225684	237837	0.95	0.90
2009-10	17433	23306	0.75	52148	54693	0.95	107814	111489	0.97	216391	228125	0.95	0.90
2010-11	18814	25416	0.74	55852	57492	0.97	105964	109716	0.97	193071	201347	0.96	0.91
2011-12			NA			NA			NA			NA	NA
2012-13	21219	28129	0.75	66358	69632	0.95	104816	109658	0.96	191662	199894	0.96	0.91
2013-14	23307	30522	0.76	72084	75019	0.96	99807	103893	0.96	189482	197048	0.96	0.91
2014-15	25076	31284	0.80	72568	74406	0.98	99920	102833	0.97	183290	191472	0.96	0.93
2015-16	26038	30725	0.85	70358	70823	0.99	100000	102644	0.97	179322	187646	0.96	0.94
2016-17	25395	29319	0.87	67031	66732	1.00	98941	101215	0.98	170208	177711	0.96	0.95
2017-18	27768	30563	0.91	64613	63230	1.02	99863	102287	0.98	167293	174280	0.96	0.97
2018-19	27778	29382	0.95	62987	61548	1.02	98075	99908	0.98	162844	168537	0.97	0.98

Sources: Sources: Directorate of Economics and Statistics, Government of Tripura. Economic Review (Various Issues). Statistical Abstract (Various Issues). Some basic statistics, (Various Issues). GPI calculated by the author on the basis of available data.

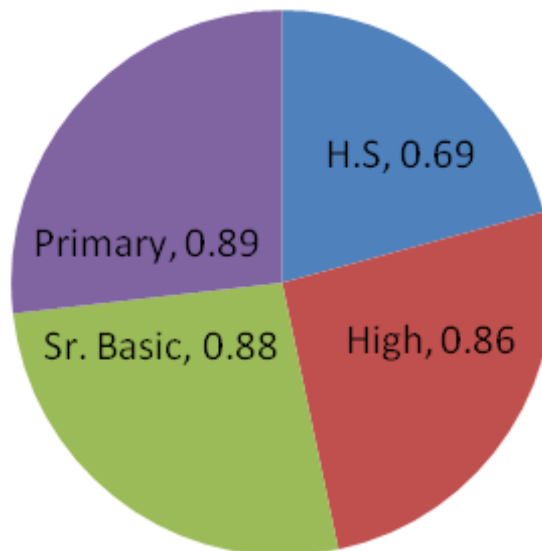


Fig. 6: Stage wise Gender Parity Index

Gender parity indexes in school education of Tripura have been increasing trend. In case of H.S. level GPI during 1995-96 was 0.60 but it increased to 0.95 in the year 2018-19 and these indices continuously increasing. In High school level this index is surprisingly better as GPI more than 1 which means that there are proportionately more girls than boys. Overall the average gender parity index is satisfactory and increasing trend. However unless and until we fail to improve the

value of gender parity index of education in Tripura, we cannot ignore the disparity among the male and female students of Tripura.

CONCLUDING REMARKS:

Undoubtedly secondary and higher secondary education in Tripura has witnessed manifold increase in the number of institutions established that the

growth of school education can be assessed through the three factors; growth of primary school, high schools and higher secondary schools, number of students enrolled and number of teachers in these institutions. Following are some of the major findings which have emerged on the basis of secondary data in relation to the growth of school education which was assessed on the parameters of

- i. Institutional Growth
- ii. Gross Enrolments of Students and
- iii. Teachers Strength in these Institutions

Over a period of time, number of schools, teachers and enrolment increased significantly. During 1995-96 to 2018-2019, high/higher secondary schools increased from 350 to 669 and 168 to 453 respectively. During the same period enrolment and teachers increased significantly.

The share of girls school and girls enrolment at the different level school education increased from 73 during 2009-10 to 81 in 2018-19 i.e. nearly 11 percent. Thus indicating that a large number of girls still out of the system. The rate of increase in girls' enrolment at the secondary level was higher than the increase at the other levels of education. The girls' enrolment increased at much faster rate than the increase in boys' enrolment, but in case of primary level this enrolment rate is decreasing over the period. Over and above the goal of secondary enrolment cannot be achieved unless the elementary education is achieved. Enrolment in secondary classes is a function of upper primary rate of success. The demand for secondary schools is expected to increase once the goal of elementary education is achieved.

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